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ABSTRACT

This paper presents a model for teaching in the new millennium. The model comprises 9 years of in-depth study, field experiences, and community service. This paper describes the model, which features a high school charter program for careers in teaching, undergraduate course clusters, graduate internships, and residencies. Section 1 introduces the issue of teaching in the new millennium. Section 2 focuses on preparation for powerful teaching, examining the charter high school program; undergraduate years; graduate programs (apprenticeships, field associates, and internships); and 6th-year programs and residencies. Section 3 discusses new directions for public education, explaining how education must prepare students for the technological age, so schooling must be based upon a new technology that is integrative, interactive, and intelligent. Section 4 focuses on administrative structure, looking at educational leadership and educational management. (SM)

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TEACHING IN THE MILLENNIUM ©

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TEACHING IN THE MILLENNIUM

Dr. Louise M. Soares
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SECTION I.

INTRODUCTION

ABSTRACT

A model for the new millennium is presented, comprising a nine-year sequence of in-depth study, field experiences, and community service. It includes a high school charter program for careers in teaching, undergraduate course clusters, graduate internships, and residencies.

SUMMARY

A new model is necessary for educating children and adolescents in the new millennium. This new nine-year model focuses on the preparation and clinical experiences of candidates for the teaching profession.

Three years of high school would start the process with students selected for a charter school dedicated to careers in teaching. The students would study teaching, experiment with the techniques and approaches of master teachers, and devote one morning a week to community service.

The four undergraduate years would have a major focus in cognate areas of study, supported by an interdisciplinary and integrating schedule of field experiences in the schools and community. The focus of the freshman year would be the Sciences. They would have monthly seminars, supervised observations, volunteer work, end-of-the-year projects and other activities devoted to the science cluster.

The sophomore year would focus on the Liberal arts & Humanities, with similar experiences noted above revolving around this cluster. The junior year would be the Social Sciences, and the senior year, the major area of concentration. Each year would include the fine arts, physical education, and state-of-the-art technology throughout the curriculum, along with the assistance of professionals and experts in the corporate, business, academic, and technical communities.

Graduate studies include three options:

[A] A paid, full-year apprenticeship in the schools for those who started their pre-service program at the undergraduate level.

[B] A field-associate program for those who are experienced teachers, wanting a master's degree and needed by the profession to become an integral part of the training of future teachers.

[C] A paid, full-year internship in the schools for those who are starting their pre-service program at the graduate level.

All courses would be held in the evening with core courses common to all programs of study but with differentiating courses according to the students' level of training. The three options include varied field experience to support and assist the children and the teachers in the schools. A sixth year program would follow with differentiating curricula, again, and provision, in some cases, for supervising the entrants into teacher training.

Each layer of this nine-year model would combine the candidates with all those above. For example, the undergraduates would work with the high school students, the graduates would oversee the undergraduates, the residents would monitor the graduate interns, and a team of master teachers would supervise the residents. University personnel would contribute throughout the sequence.

The model would integrate the education, training, field experiences, and the induction process for prospective teachers, along with in-depth mastery of subject areas and instructional skills. As a result, these candidates for teaching would be more effectively prepared to handle the challenges of the new age.

FINAL NOTE

With more powerful educators in the field, the model anticipates changes in the public school approaches and in the administrative structure. We address some of these issues, relying upon the main themes of immersion for mastery and connections for more effective learning and memory retrieval. The major impact upon the schools will come from the technological revolution that is already working both its magic and its challenges.

In another sense, however, it is extremely important that teachers in the field must take or re-gain control of their own profession, like other experts--e.g., lawyers, doctors, engineers. Only were that event to occur can we really and finally assert that educational reform is not only a possibility but a necessity in the new millennium.

SECTION II.

PREPARATION FOR POWERFUL TEACHING

The theme of this nine-year plan for preparing teachers to be successful in the next millennium is the celebration of the most important job for succeeding generations and the survival of our world--teaching. We suggest that the way to do this is through an intensive study of education, like any discipline, and continual experience in the field, coupled with the concepts of immersion and connections.

We start with a three-year program in a charter high school, dedicated to careers in teaching. We move to a four-year undergraduate program that includes in-depth block study and community service. The two years of graduate study involves a collateral program of daily practice, in a tuition-free internship, apprenticeship, or a field associate practicum, and evening classes around clusters of cognate courses. The final year is a residency, a sixth-year program, which is analogous to the first year of teaching, based on the medical model of interns making their "rounds" and residents practicing their specialty.

This nine-year sequence will produce teachers who have both breadth and depth in the content areas as well as a varied foundation of empirical study in the classroom.

On the other hand, each level can stand alone either as a base for the next level in an area other than teaching or as an entry curriculum for teacher preparation.

A. A CHARTER HIGH SCHOOL FOR CAREERS IN TEACHING

It is possible to start the development of the next generation of teachers in the high school. By establishing a charter high school dedicated to careers in teaching, we design a curriculum and a structure for initiating the observations, the dialogues, the experimentations, the readings, and the knowlege base that are essential to a successful career in education. We also begin to inculcate the positive attitudes, the sensitivity to the promise in children, and a sense of commitment to the surrounding community and future generations.

Such a structure includes an expectation of achieving the following performance-based objectives:

1. Acquire the initial skills, attitudes, and competencies necessary for a successful career in teaching.

2. Engage in field experiences and discussions with master teachers demonstrating various models of effective teaching.

3. Develop a sense of social responsibility through community service.

4. Study a college preparatory curriculum that is both rigorous and relevant to the 21st century.

5. Progress through a series of assessments that would document progress and performance.

6. Demonstrate competence in the integration of state-of-the-art technology throughout the program of study.

7. Create a psychological environment that energizes the teaching process and promotes a desire for lifelong learning.

8. Build the connections among all the components and the contents of the program for achieving mastery.

Basic Design Components

[a] ***College Preparatory Curriculum.*** This curriculum model would be the foundation of the program, supplemented with the study of teaching, music and art, computer technology, self-management skills, research, and community service. A typical program of study can be found in Figure 1. It would include the last three years of high school. The freshman year would be devoted to identifying interested students, recruiting qualified students, and articulating the details of their curriculum and their commitment to community service.

[b] ***Community Service.*** Integrating community service into the model facilitates the growth of a sense of social responsibility and the concept that teachers must dedicate themselves to the development of others. At least one morning a week would be set aside for students to work in various learning environments--such as, elementary school classrooms, children's hospitals, senior citizens' centers, day care centers, town libraries, youth theatre, community symphonies, city athletic activities. Under close supervision and training, the high school students would gradually develop skills in peer coaching, team-teaching, inquiry training, tutoring younger children, cooperative learning, discovery learning, conflict resolution, and a variety of other approaches for understanding how we learn, retain, and retrieve information. They also would begin to develop insight into professional standards and ethical practices, as well as the process for creating connections and applications.

The afternoons of their community service would be devoted to discussions, reflective thinking, and planning for the next service experience. Students would build a repertoire of typical situations and successful practices in diverse classrooms and begin the process of conceptualizing the schemas of learning conditions. They would share their observations and reflections with the teachers and other students and record them in weekly logs and monthly journals.

[c] ***Assessment.*** Critical analysis of this charter high school would include three phases:

1. Comprehensive--on teacher-related constructs and academic content throughout each of the three years.

2. Longitudinal--on the developmental progress of the high school students through their college years and the first three years of their teaching careers.

3. Comparative--on data from the charter school students with those in traditional programs.

Figure 2 provides a model for the Comprehensive Phase of assessment.

[d] ***Instructional Team.*** The instructional team would contain master teachers in each of the disciplines of the curriculum. These educators would plan the details and progression of the program. They would accompany students on their field trips and monitor their work in community service. The staff would identify visiting lecturers and community leaders for contributions to the instructional plan of the students. All instructors would design the framework for portfolio assessment, the research plan for program evaluation, student handbooks, and policy manuals. Professional development goals, plans, and activities for all staff would become an integral part of the blueprint for the school.

Other assistance would come from the business community and from local university faculty who would give lectures, demonstrations, and supervision of teacher education students. University students would volunteer their time as classroom aides, observe the charter students, and engage in common seminars about the role and practices of educators.

[e] ***Physical Arrangements.*** Placement of the program could be arranged within existing buildings. Another configuration would be a school-within-a-school, with independent faculties. A separate physical plan is a third possibility. A fourth could be a building wing with specifically dedicated classrooms--e.g., science lab, social studies room, international language lab, research library, Internet balcony. Figure 3 provides one design for this latter approach.

Some students may choose not to pursue a career in Education. Yet, they would undoubtedly and eventually become knowledgeable parents who could contribute in meaningful ways their understandings of the teaching-learning process, the politics of education, and the insight to what constitutes a quality education for their own children.

For those who continue into a formal teacher training program, they will have developed many skills that will prepare them for both a successul teaching career and responsible adulthood. Among these skills are:

1. Self-assessment, personal awareness, and professional commitment.

2. Planning constructively for themselves and others in the roles of leadership and collaboration.

3. Critical examination of effective practices and instructional models of teaching.

4. A deep appreciation for structuring learning activities in meaningful contexts.

5. Understanding of the great value of our nation's cultural diversity and the need for interdependence of people in the family, social, state, national, and international communities.

Figure 1. Curriculum and Schedule

	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Afternoons
SOPHOMORES						
9:00-10:30	Western Civ.	Biology	English II	**Community**	Algebra	Individual
10:30-12:00	English II	Algebra	Western Civ.	**Service**	Biology	Service
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-1:45	Drama	Spanish I or	Computer Lab	Seminars on Teaching	Music	
1:45-3:00	Health & Self-Manage.	Spanish II	Computer Lab	Indep. Study & Research	Art	

	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Afternoons
JUNIORS						
9:00-10:30	Geometry	English III	**Community**	Am. History	Chemistry	Individual
10:30-12:00	Am. History	Chemistry	**Service**	Geometry	English III	Service
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-1:45	Drama	Computer Lab	Seminars on Teaching	Spanish II, Spanish III,	Music	
1:45-3:00	Health & Self-Manage.	Computer Lab	Indep. Study & Research	or French I	Art	

	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Afternoons
SENIORS						
9:00-10:30	Physics	**Community**	Social Studies	Trig/Calculus	English IV	Individual
10:30-12:00	Trig/Calculus	**Service**	English IV	Physics	Social Studies	Service
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-1:45	Drama	Seminars on Teaching	Spanish III, Spanish IV,	Computer Lab	Music	
1:45-3:00	Health & Self-Manage.	Indep. Study & Research	or French II	Computer Lab	Art	

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FIGURE 2. Assessment Matrix

MODE OF		OBJECTIVES §			Year		CONTENT AREA ∞		
ASSESSMENT	[a]	[b]	[c]	[d]	in	[e]	[f]	[g]	[h]
	Tea. Skills	Prof. Attis.	Soc. Resp.	Prob. Solv.	School	Acad. Discs.	Technology	The Arts	Pers. Man.
1. State Tests					[1]	X			
2. Standardized Tests					[1,2,3]	X			
3. Teacher-Made Tests	X		X	X	[1,2,3]	X	X	X	
4. Perform. Assessment	X	X	X	X	[1,2,3]	X	X	X	X
5. Portfolio Assessment	X	X	X	X	[1,2,3]	X	X	X	X
6. Essays on Teaching –Reading	X		X		[1,2,3]				
7. Essays on Teaching --Writing	X		X		[1,2,3]				
8. Senior Project		X			[3]	X			
9. Reflective Forms (Logs, jrs., portfolios)	X	X	X	X	[1,2,3]				
10. Review of Teaching Practices	X	X			[1,2,3]	X	X	X	
11. Community Service Reports		X	X	X	[1,2,3]				
12. Evaluation of Community Service			X		[1,2,3]				
13. Classroom Activity Plans	X			X	[1,2,3]	X	X	X	X
14. Review of Sample Lessons	X				[1,2]	X			
15. Design of Lesson Units	X				[3]	X			
16. Cumulative Folders					[1,2]	X	X	X	X
17. Self Concept		X	X		[1,2,3]				X
18. Evaluation of career & personal goals		X	X		[1,2,3]				X
19. Research Studies	X	X	X	X	[1,2,3]	X	X	X	X
20. Research Reports on Program	X	X	X	X	[1,2,3]	X	X	X	X
21. Progress Reports	X	X	X	X	[1,2,3]	X	X	X	X
22. Annual Review of Program & Plan	X	X	X	X	[1,2,3]	X	X	X	X

CODES:	§	OBJECTIVES	∞	CONTENT AREAS
	[a]	Teaching Skills	[e]	Academic Disciplines
	[b]	Professional Attitudes	[f]	Technology
	[c]	Social Responsibility	[g]	Fine Arts
	[d]	Problem Solving	[h]	Personal Management

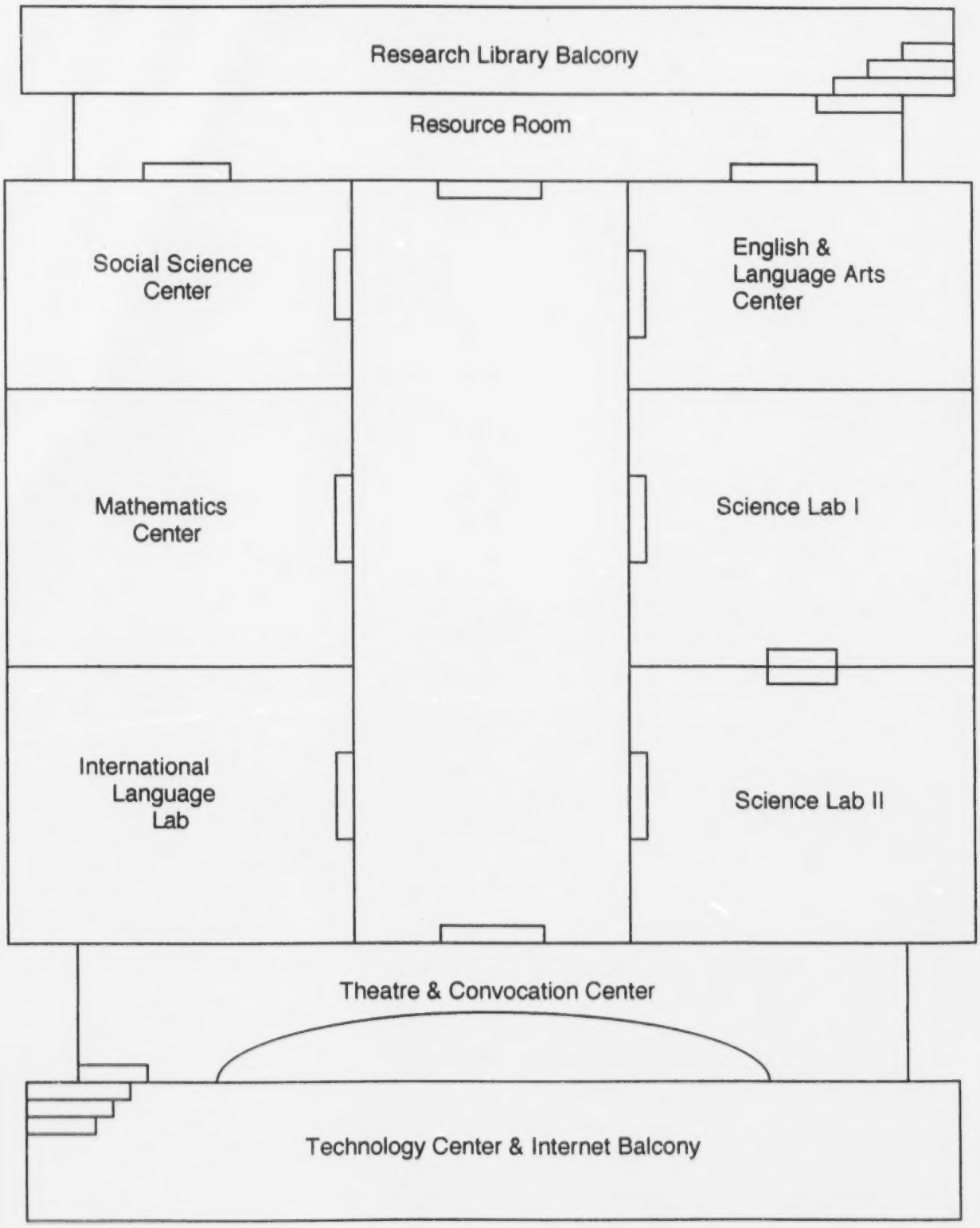

Figure 3
Education Wing for a Charter High School
Dedicated to Careers in Teaching

B. THE UNDERGRADUATE YEARS FOR THE PREPARATION OF TEACHERS

The underlying principle for the curriculum of the college years is immersion in both content and methodology. Each of the four years has a major focus, supported by an interdisciplinary and integrating schedule of field experiences.. The major components are:

1. Focus on a cognate field

2. Physical education, including study and exercise

3. Choice of art form, including study and expression

4. Monthly seminars for integrating the various disciplines in the clusters, sharing results of relevant research, forms of application activities, lectures on related theories in plenary sessions

5. Volunteer service throughout the year in the community in projects related to the set of disciplines scheduled for that year --in classrooms, corporate training and research programs, social programs, community projects, hospitals, athletic events, libraries, science centers and laboratories, etc.

6. One day each week as a field assistant in schools working with teachers and students in the subjects related to that year's cluster, in a different setting for each half semester: Primary grades, upper elementary grades, middle or junior high school grades, and high school grades; each day ending with a level-relevant strategies class (both methods and materials) for teaching the related subjects

7. End-of-the-year project/paper related to the cognate field scheduled for that year, reflections of various activities (logs, journals, portfolios), a performance-based assessments, video tapes or CD recordings of the year's highlights

8. Computer-based presentation of ideas and designs that were accumulated during the year for the classroom

9. A list of relevant materials--audio and video tapes, references, bibliographies, lists of well-known masters in the representative fields, instructional ideas and practices, surveys, lectures, e-mail addresses, WEB sites, Internet searches, etc.

10.. A research study and designs for action research

Year 1 Focus: The Sciences

Beginning with the more concrete set of disciplines, the emphasis would be on studying, integrating, and applying the physical, natural, and life sciences. The students would enroll in basic courses of mathematics, biology, chemistry, physics, earth science, and computer technology. They also would be exposed to fundamental concepts of geology, astronomy, oceanography, engineering, biochemistry, medicine, aeronautics, geography, anthropology, agriculture, and related topics. These would be the focus in the school classrooms of the sciences mentionned, in the monthly seminars, and in the year-long strategies courses on teaching mathematics and science, especially the differences in depth, breadth, and content itself as teachers build the foundation at the elementary school and children move to the high school level.

The students would observe and work as field assistants in public school classrooms in mathematics and the sciences. They would visit nuclear power plants, agricultural areas or the research laboratories of local corporations. They would also donate some of their time to a variety of settings--e.g., tutoring inner-city middle school students in earth science, assist in cleaning up polluted rivers and lakes in a neighboring town, participate in an Audubon field trip, catalogue the different species present in marsh lands.

Year 2 Focus: The Liberal Arts & Humanities

The second year would include English composition, world literature, poetry, drama, journalism, multicultural studies, linguistics, teaching exceptional students, philosophy, and foreign languages. Ethics, critical thinking, and methods of inquiry would be emphasized. The monthly seminars would attempt to integrate the liberal arts as well as encourage connections with the previous year's focus on the sciences. Some of the subjects might include such topics as how modern inventions changed world cultures; the effect of the genetic code on morality; how the literature of an era either reflected contemporary events or impacted upon modern values; the effectiveness of computer technology on teaching students with special needs. The year-long strategies courses would confront students with the challenges of teaching reading, writing, speaking, knowledge acquisition, literature, foreign languages, and other forms of communication to all students, while accounting for diversity.

The students would observe and work as field assistants in public school classrooms in English and language arts, special education, and foreign languages. They would observe professional writers at work for a local advertising firm, review a dramatic appearance at a community theatre, and volunteer their services in related fields--e.g., high school students publishing a newspaper; translating a passage in a child's book to Spanish-speaking six-year-olds.

Year 3 Focus: The Social Sciences

The third-year curriculum would include U.S. history, world history, non-Western history, geography, political science, constitutional law, sociology, economics, quantitative and qualitative research, and psychology (growth & development, personality, learning). Monthly seminars would focus on an integration of the social sciences as well as applications and connections with the subjects of the two previous years. For example, the topics might include the latest findings in neuorscience research; experiments in artificial intelligence; the effect of Public Law #94-142 on public taxation systems; how aviation changed history and international relationships.

The strategies courses would focus on the methods and materials necessary for teaching the different courses in social studies and the differences noted for children as they move from elementary school through high school. Observations and work as field assistants would take place in the public school classrooms of history, geography, civics or problems of democracy. Donated time might be spent in day-care centers, in city hall, in halfway houses, in hospitals, in afternoon programs at the YMCA; assisting the local historical society in setting up a display.

Year 4 Focus: The Major Area of Concentration

Since the basic courses in all the majors would have been taken during the three previous years, seniors would be able to enroll in more advanced courses and immerse themselves in their chosen major field throughout their last undergraduate year, along with more specific knowledge about teaching at the level of their certification objective.

The observational and donated time during the fall term would be more focused on their major. They would begin to do some short-term teaching--e.g., two or three weeks--in different settings and at different grade levels in the form of team teaching, reading groups, or discussion groups, and designing virtual reality, as well as software for children. In the spring term, they would devote whole days as classroom assistants in the subjects and/or levels of their certification objective, working with a team of teachers--in a practicum or student teaching equivalent.

The capstone seminar would review the knowledge bases developed over the four years. The final project would be on a topic related to their major in terms of its own connection with the schools. Writing seminars would be added for sharing work with other students and for integrating the academic program and field experiences of the undergraduate years.

The undergraduates would keep weekly logs of school and classroom activities at first, then move on to journals for reflective thinking and portfolio assessment. They would explore the possibilities in state-of-the-art technology for integration in all instructional activities. Distance learning would become a virtual reality for:

1. conferencing with students and teachers
2. observing the teaching process in various classrooms
3. learning from school instructors and university professors
4. watching masters at work in their own environments
5. receiving evaluative feedback about their own field experiences

--literally around the world.

§ § § § §

The plan outlined above would satisfy several objectives. First, the acquisition of a liberal education is assured, but with greater depth and breadth. The plan incorporates an interdisciplinary and cross-disciplinary edge. Opportunities for reflection and application are included, along with the art of inquiry. This broad, liberal education culminates in an area of concentration for greater mastery in some one discipline or dual disciplines, along with focused and dedicated methodology about teaching at the level of their certification goal and about effective classroom practices.

Finally, the plan promotes the development of a sense of responsibility by arranging for students to volunteer their time and energies in the community. If the students have attended a charter high school that is dedicated to careers in teaching, the community service at the college level is a continuation of that concept.

Graduate students, faculty, business executives, retired educators, and professional representatives would assist in the program with lectures, reviews of the students' written work, evaluations of their field experiences, discussions of related topics, etc. Some of these activities could be arranged through distance learning, teleconferencing, multiple and simultaneous computer interactions, cable access to Internet, desk-top videos (integrating telephone, computer, and video capability), computer searches, and a wide array of knowledge bases.

At the end of these four years, the students would receive a baccalaureate degree and begin interviewing with school officials for either a teaching position or a mentored, tuition-paid apprenticeship which would run concurrently with their graduate program of professional studies--thereby evolving into the next level of collateral programming in teacher education.

Figure 4 is a representation of these undergraduate years.

FIGURE 4
Millennium Model
Undergraduate Years

Each Year::: Shared Activities
- Choice of Physical Education
- Choice of Art Form
- Field Observations
- Monthly Seminars
- Community Volunteer Activities
- Integration of Technology
- Logs, Journals, Portfolios & Other Reflective Products
- Data-Bases of Materials, References, Bibliographies & WEB Sites
- End-of-the-Year Project

Year 1::: University Classes in Mathematics and the Sciences
- Weekly Field Assistance in Schools in Mathematics & Science
- Methodology for Different Levels in Mathematics & Science
  - Primary, Upper Elementary, Middle/Junior High, High School

Year 2::: University Classes in Liberal Arts & Humanities
- Weekly Field Assistance in Schools in Language Arts & Foreign Languages
- Methodology for Different Levels in Reading, Writing, Language & Diversity
  - Primary, Upper Elementary, Middle/Junior High, High School

Year 3::: University Classes in the Social Sciences
- Weekly Field Assistance in Schools in History and Geography
- Methodology for Different Levels in History and Geography
  - Primary, Upper Elementary, Middle/Junior High, High School

Year 4::: University Classes in the Major Concentration(s)
- FALL: Field Experiences of Longer Duration Related to Certification Goal
- Methodology Specific to Certification Objective
- SPRING: Apprenticeship/Practicum Related to Certification Goal
- Capstone Seminar & Final Report
- Research Study & Designs for Action Research

C. THE GRADUATE PROGRAMS

The primary concepts at the master's level of study for teachers continue to be "immersion" and "connection", but there are three sets of constituencies that we must serve--with different objectives and needs.

TRACK #1--The Graduate Apprentices.

Individuals who completed an undergraduate program in teacher education and obtained certification, but who had not yet entered the teaching profession, could apply for graduate study and a school placement as an apprentice. They would engage in daily clinical experiences in one school building throughout the academic year and continue in-depth study of the profession in the evenings.

The apprentices would provide a variety of services--e.g., substitute teaching, teaching in teams and small groups, assisting with classroom instruction, monitoring the resource centers, leading reading groups, helping children with special needs, designing curriculum plans, arranging field trips, keeping students on task, overseeing cooperative learning, scoring examinations, searching WEB sites, preparing computer materials, monitoring afterschool activities, etc. They would work with and for different teachers--participating in an array of classroom management techniques, teaching styles, instructional activities, parent conferences, and assessment strategies.

In the evenings, they would discuss what they experienced and test the validity of the behaviors they confronted in relationship to the teaching techniques they either observed, studied, or practiced. The night classes would delve more deeply into the concepts about teaching, the struggles to provide free public education across the new nation, and the contrasts of contemporary schooling around the world. The apprentices would study micro- and macro-curriculum development. They would be introduced to techniques for establishing their first classroom when they begin their initial full teaching year. They would discuss the various routines, seating charts, attendance records, the process for issuing grades and evaluations, arranging for homework, typical problems of discipline, encouraging participation and leadership qualities in their students--as well as some of the issues in collective bargaining they may face and potential problems with school principals.

They would conduct research on teaching techniques, maintain journals as reflective devices about their observations and experiences, discuss their findings with other students and instructors--all of which would culminate in a casebook of effective classroom practices. They would produce several portfolios during the year to demonstrate progress and achievement. Supervision would be the responsibility of both the school and the university with monthly reviews by clinical teams of experienced and credentialed teachers.

The apprentices would begin their placements at the start of the school year. During the first two weeks after the school day is over, they would participate in focused seminars to prepare them for various educational activities. Experienced teachers would demonstrate strategies for critical moments--e.g., how to handle a class when lesson plans are unavailable, what to do when a child becomes ill, what approach to use when a child becomes frustrated over an assignment.

Figure 5 is a summary of the academic program for graduate apprentices.

There are several budgetary arrangements that would support these graduate apprentices:

[1] The schools could pay the apprentices at the rate of long-term substitute teachers.

[2] The schools could give them a pro-rated salary, such as, 3/4 of a beginning teacher.

[3] The school could work out a contractual arrangement with a local university to sponsor an apprentice with the understanding that the university would reduce its tuition costs. In effect, the graduate student would thereby obtain a tuition-free Master's degree and a stipend for expenses--e.g., textbooks, related materials, insurance, travel, etc.

[4] The schools and the university could agree to a half tution half salary arrangements.

[5] A corporation could sponsor an apprentice or arrange for teaching scholarships.

TRACK #2--The Field Associates.

The second group of graduate students consists of the experienced, certified teacher who wants a Master's degree. Some of the courses scheduled for the Graduate Apprentices would be appropriate for the Field Associates--e.g., Measurement & Assessment and Research Techniques. Other courses would be distinctive to their needs as experienced teachers--e.g., individual projects and team projects.

Two courses are necessary for training experienced teachers to monitor the activities of the new candidates for the profession and to develop a sense of responsibility for future educators. One is "Strategies in Supervision" in which techniques are introduced for supervising student teachers, interns, and substitutes who take over their classes. The other course is "Methods of Mentoring" for assistance in the planning and induction of first-year teachers. This second course would include the guidelines for the first-year of teaching, as noted for the companion course in the academic program of the graduate apprentices, "Guidelines for the First-Year of Teaching".

If the field associates are currently employed, their activities and projects would be directed toward their own classrooms, schools, peers, and teacher candidates. If they are not currently employed, the universities would find placements for them so that they may complete the field projects, conduct the research studies, and supervise the teacher candidates. All would share in the participation and the leadership of the monthly seminars.

In terms of financial support, the field associates currently employed may be able to receive tuition assistance from the school for the advanced degree. Those who are not employed would be able to arrange for tuition assistance from the university in a manner similar to that of the graduate apprentices. For the two courses of "Supervision" and "Mentoring" (described above), there could be a trade-off.

Figure 6 is a summary of the academic program for field associates.

TRACK #3--The Graduate Interns.

The third group comprises the individuals in pre-service training, whose major field of concentration did not include teacher certification at the undergraduate level. They could apply for a tuition-free internship under the sponsorship of a school district in a contractual arrangement with a local university, similar to the approach used for the graduate apprentices. The interns would not receive a salary, but they would receive a stipend for expenses along with the free tuition for the Master's level courses.

The interns would provide service to the schools as a classroom aide in one school building, similar to a medical intern making "the rounds". They would observe many different teaching techniques and classroom procedures, reflect on instructional practices, and experiment with a variety of instructional approaches--all in a fail-safe environment for both the students and the interns. They would keep daily logs at first, graduating to weekly journals and semester portfolios as reflective devices about their experiences and observations.

Six weeks before the academic year starts, the interns attend a summer pre-training orientation that would prepare them for the paraprofessional service activities they would provide to their host schools. Workshops would be scheduled for developing materials and activities in the content areas of science, mathematics, language arts, reading, social studies, foreign languages. Other instructional workshops would be scheduled in music, art, physical education, and computer technology.

Guest lecturers would review basic instructional techniques in lesson presentation, teaching concepts, questioning strategies, communication skills, classrom management, conflict resolution. They would view videotapes of real classroom situations, read case studies, and react to typical classroom problems with the assistance of experienced teachers. Mock classrooms would end the six-week schedule. Their purpose is to expose the interns to typical situations and provide an opportunity to try out different instructional approaches before they begin their internship in the schools.

Figure 7 represents the orientation topics of the six-week schedule.

The interns would begin their placements at the start of the academic year, simultaneously with their formal Education courses during the afternoons and evenings. This tapestry of daily clinical experiences and evening instruction constitutes a collateral training program for teacher candidates--another form of immersion and connection. The interns can continually check their experiences and observations against the theories of instruction with the professors.

The curriculum is again arranged by cognate fields or clusters. When enrolled in the Social Science Cluster, for example, the interns would take level-relevant methods courses or instructional strategies for teaching the history and other social studies to high school students, middle school students, or elementary school children, along with History of American Education. The instructional clusters and the full academic program for the graduate interns are represented in Figure 8.

The curriculum leads to mastery by way of immersion and connections. During any particular cluster, the students' evening classes, field activities, observations, monthly seminars, assignments, etc., are all related to that area. Their daily experiences at the school provide a springboard for discussions in their evening classes, as noted above, but they also promote the cognitive processing of patterns of performance and instructional behavior. This approach ensures that the students in teacher training will become proficient in teaching a number of disciplines beyond their particular major. Fundamentally, the candidates for the profession of teaching learn to teach by teaching, supported and amplified by all the ancillary activities and studies associated with a continual practicum.

1. They have the opportunity to work collaterally in the schools while they verify and validate their observations and actions in their university classes.

2. They are immersed both in their classroom experiences and academic studies, connected internally to a curriculum which is arranged in common clusters of knowledge and externally for interdisciplinary expertise.

3. They experience and process the patterns of workable knowledge and effective practice under the supervision of experienced, professional educators.

Near the end of their internship year, they would be assigned to one teacher or a small team of teachers in order to perfect and refine their instructional techniques in the areas of their certification objectives. This combination of clinical experiences is clearly in contrast to traditional student teaching, which has fallen into disfavor among many educators. The major problem in traditional student teaching--in one classroom, with one group of students, one age group, and one cooperating teacher's techniques--is the tendency to copy the classroom teacher's approaches without question because the student teachers do not have enough experience and knowledge to find their own way. "Most students quickly conform to the expectations and practices of their single supervising teacher, and rarely put novel techniques into practice or risk failure . . . . The experience emphasizes imitation of and subservience to the supervising teacher, not investigation, reflection, and problem solving" (Sedlak, 1987). The immersion program with the collateral training component herein described generally avoids such problems.

With the internship year, the school districts and the university would enter into a partnership. For both paraprofessional activities and specific teaching assignments, the school districts would be charged a specified number of dollars per intern. To enable interns to complete their full-time graduate studies, the university would agree to reduce its tuition--in effect, allowing interns to study tuition-free. In addition, the interns would receive a monthly stipend for miscellaneous expenses--e.g., books, insurance, placement travel.. In some instances, corporations and other institutions could sponsor interns as part of their partnership with the schools.

Upon completion of this fifth year, the interns would receive a master's degree and initial certification, depending upon the terms of licensure in a particular State. Part of the student teaching experience could be undertaken at the end of this fifth year--working with a team of several teachers--and the remaining part at the beginning of the sixth year practicum if the State allows the student teaching experience to be defined by the university.

The interns would then be ready for advanced study in the sixth year residency program and their first year among the professional ranks of educators.

∞∞∞∞∞∞∞

At some point, all three Master's level groups or cohorts could progress to the Sixth Year Professional Diploma and (preferably) a residency year. The academic program would have both distinguishable courses and a common core. This is the area to which we turn now.

Figure 5
Academic Program for Graduate Apprentices

CLUSTER	COURSES	SUMMARY ACTIVITIES
Science	Research Techniques Measurement & Assessment	Related Field Projects
Humanities	Curriculum Design Philosophy of Education	Related Field Projects
Social Sciences	History of American Education Comparative Education	Related Field Projects
Field Experiences	Practicum I Practicum II	Casebook of Effective Practices
Capstone Project	Seminars in Reflective Practices Guidelines for First-Year of Teaching	Integration of Technology Portfolio
Electives	Content-Based	Field-Based

Figure 6
Academic Program for Field Associates

COURSES	SUMMARY ACTIVITIES
Diagnostic Core & Needs Assessment	Individual Plan of Study
Research Techniques Measurement & Assessment	Individual Field Projects
Curriculum Design Comparative Education	School Team Field Projects
Strategies in Supervision Methods of Mentoring	Field Application Activities
Capstone Project & Final Report	Integration of Technology
Electives	Level-Relevant

Figure 7

Six-Week Pre-Training & Orientation for Graduate Interns

Basic Seminars:
- Orientation
- Training Films
- Case Studies
- Health Issues
- Drugs, Alcohol & Tobacco
- School Violence
- Legal Issues
- Policies & Procedures
- Work Sessions
- Assignments
- Evaluation & Assessment

Content Areas:
- Teaching Strategies:
  - Reading
  - Writing
  - Literature
  - Foreign Languages
  - Social Studies
  - Sciences
  - Mathematics
  - Music
  - Art
  - Physical Education

Foundations:
- Computer Technology
- Learning Process
- Teaching:
  - Physically Handicapped
  - Disabling Conditions
  - Gifted & Talented
  - Urban Students
- Classoom Management
- Working as a Sub
- Working as an Aide
- Mock Classrooms
- Teaching Competencies
- Lesson Planning
- Lesson Presentation
- Questioning Strategies

Interpersonal/Intrapersonal:
- Characteristics of Pre-schoolers
- Characteristics of Elementary Sch. Children
- Characteristics of Middle School Students
- Characteristics of High School Students
- Interpersonal Skills
- The Unselfish Teacher
- Self-Management
- Reflective Techniques
- Conflict Resolution
- Group Activities
- Peer Tutoring

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Figure 8
Academic Program for Graduate Interns

Cluster [* Major Choice]	Elementary Track	Middle School Track	Secondary Track
Science	Computer Technology The Learning Process Human Growth & Development [Life Span]	Computer Technology The Learning Process Human Growth & Development [Life Span]	Computer Technology The Learning Process Human Growth & Development [Life Span]
Strategies	Arithmetic	* Mathematics [Related Electives]	* Mathematics: Algebra Geometry Geometry [Related Electives]
Strategies	General Science	* Integrated Science [Related Electives]	* Science: Biology Chemistry Physics Integrated Science Earth Science [Related Electives]
Humanities/ Language Arts	Teaching Exceptional Students & Multicultural Issues	Teaching Exceptional Students & Multicultural Issues	Teaching Exceptional Students & Multicultural Issues
Strategies	Reading/Writing	Reading/Writing	Reading/Writing
Strategies	Literature	Literature	* English: Poetry Literature Journalism Applied Linguistics Drama [Related Electives]
Social Sciences	U. S. History History of American Education	U. S. History History of American Education	U. S. History History of American Education
Strategies	History Geography Music Art Physical Education	* History & Geography	* History: Geography Civics World History non-Western History Constitutional Law Political Science Governance [Related Electives]
Field Experiences	Internship Pre-Training Internship I Internship II	Internship Pre-Training Internship I Internship II	Internship Pre-Training Internship I Internship II
Final Projects	Capstone Project Portfolio Logs, Journals	Capstone Project Portfolio Logs, Journals	Capstone Project Portfolio Logs, Journals

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D. SIXTH YEAR PROGRAMS & RESIDENCIES

The Sixth Year Programs focus on widening the scope of teachers' commitment to the profession--its reform, leadership, and monitoring functions over the next generation of educators.

The academic program includes both a common core of study courses and field projects as well as differentiating courses among the three groups of Master's level graduates.

CORE:

1. Education as a National Responsibility
2. Education as a Local Responsibility
3. Contemporary Issues
4. Trends, Patterns & New Discoveries in Cognitive Psychology

1-Education as a National Responsiblity

This course is a thorough study of the teacher certification regulations in all the states and the accreditation process that applies to higher education and pre-university schools. It includes the standards, guidelines, and criteria established by professional associations. It reviews the role of the federal governments and state legislatures in preparing educators, setting goals for student achievement, establishing assessment models for defining success, and determining the direction of educational reform.

2-Education as a Local Responsibility

One purpose of this course is to examine the current approaches in developing partnerships among corporations, universities, community, and schools for the benefit of the students. Another objective is to review the combination of teacher educators, professors from the liberal arts and sciences, and the wider community in the preparation of candidates for the teaching profession. This shared responsibility for the training of teachers, and the methods for effective functioning in this role, are reviewed in relationship to the more expansive goal of educational reform.

3-Contemporary Issues

This course is focused on the hot issues of the day--e.g., charter schools, professional development schools, inclusion, the application of the theory of multiple intelligences, mechanisms of reform, changes in students' rights, financial support systems for schools, legal issues, testing, best classroom practices, etc., and future issues as they occur. The students would discuss, define, clarify, and search both the etiology of each issue and the research evidence on each issue. They will develop methods of assessing and measuring the results and design the meta-analysis of the research literature. They will consider the statistical options for analyzing data from new sources and develop the casebooks of contemporary issues and their impact for continuing educational reform.

4-Trends, Patterns & New Discoveries in Cognitive Psychology

The students will trace the history of cognitive psychology, review the theories of cognitive development, evaluate the systems for analyzing the application of this knowledge base to classrooms and instructional strategies, and study current research on cognitive processing. They will formulate plans for continual analysis and consider applicability of new thinking in cognitive psychology to the classroom for the dynamics of educational reform.

The remaining courses of the Sixth Year Professional Diploma would be scheduled according to the individual's previous academic studies. The suggestions offered here are globally related to the three groups described in the previous section--(a) graduate apprentices, (b) field associates, and (c) graduate interns.

Track #1--The Sixth Year Program for Graduate Apprentices

Strategies in Supervision
Methods of Mentoring
Field Application Activities
Individual Field Projects
School Team Projects
Electives
Supervision of Master's Level Interns
Supervision of Undergraduate Students in Education

Track #2--The Sixth Year Program for Field Associates

OPTION A--Cross-Endorsement in some other concentration, school level, or special area

OPTION B--School Leadership for administrative positions

Track #3--The Sixth Year Program for Graduate Interns

Curriculum Design
Research Techniques
Measurement & Assessment Strategies
Comparative Education
Practicum
Field Projects
Electives
Supervision of High School Students in Education

RESIDENCIES

The residency is the next level of full- or part-time field experience. It could be the initial teaching year in the chosen field/level with the individuals working under a master or lead teacher at the district and a university supervisor. It could mean a reduced load of teaching assignments with a full-time commitment to completing the Sixth Year Professional Diploma. On the other hand, it could mean a full teaching commitment with part-time professional study. In both instances, the candidates would be mentored by a professional staff at the school in partnership with university supervisors.

The residents would draft a teaching plan for their own classes as a year-long model, indicating objectives, lesson plans, instructional materials, texts, classroom activities, ideas for integrating technology, and assessment tools. These teaching plans would be evaluated by the master teacher and the college supervisor. These two supervisors plus the resident would constitute the "teaching team", reviewing together the resident's plan each week in the beginning, and then later once a month. Changes in the teaching plan would take place after the team members consult and decide together the appropriate direction.

Teaching academies would be established in each district as a support unit for the residents and new teachers. Monthly seminars would be held with other residents in the same school district and with those from regional schools. They would be given opportunities to share effective techniques, problems, and reflections. Guest speakers would be invited to demonstrate new approaches, new materials, and new technology, as well as to involve the residents in applications of research findings. Again, contact with master educators across the nation or in other countries would be possible as part of the residency program.

This approach would be a viable alternative to typical induction plans found in many current school districts. The residents would also supervise the Master's level interns, the undergraduate students in Education, or the high school students--depending upon their current level of training.

SECTION III.

NEW DIRECTIONS FOR PUBLIC EDUCATION

The technological revolution will probably reach full steam during the early years of the 21st century. There will certainly be more resources and expertise on the Information Highway than can ever be found in one school district. Schools--as we know them currently--will become relatively anachronous to the needs of future children and the socio-economic demands of adults. Consequently, a new configuration of "schooling" will be necessary that is based upon a new technology that is integrative, interactive, and intelligent.

In addition to the components we have previously emphasized--i.e., immersion and connections--we should add commitment to others and personal responsibility for learning. If we continue to address the past objectives of skill development, sense of community, reverence for the past, appreciation of nature and beauty, and learning of various knowledge bases, then we can free students from many of the tethers and failures of stifling, state-controlled school structures.

K-3

Children in the early grades would go to primary schools without older students. The teachers would continue to work with children in groups and help them to develop common skills of reading, arithmetic, shared responsibility, etc. BUT, from the kindergarten year, teachers would move sooner, more definitively and sequentially in assisting children to use all forms of technology to link with other children, to search for sources of information, to make connections between one subject and another, and to reach mastery at their own levels in the various subject areas. Beginning with the second and third grades, plans would gradually be developed for children to reach out to others--e.g., seven-year-olds helping five-year-olds with raincoats, eight-year-olds reading to six-year-olds, et cetera.

4-8

Upon entering the fourth grade, students would have a home base in which they would develop individual learning plans with a team of teachers, after diagnostic assessments and periodic progress analyses are discussed. They would work in action teams, under supervision of faculty, to participate in community projects, such as cleaning up playgrounds and parks. They would move to different buildings, arranged in a "Learning Park", for various subjects--e.g., science center, social studies center--and this "park" would be available throughout the year, not only for learning activities but also for community events. Each building would contain age-relevant materials, software, manipulatives, master discoveries, computer equipment, videotapes for all grades four through twelve. A gym would be open throughout the day; so would the arts center. Group activities would be scheduled but not necessarily at the home base only.

The children could work within these centers or hookup from their homes in accordance with their respective learning plans. Students would not necessarily start each day off at the same time or go to school September to June. The school year would be flexibly arranged. Therefore, a large fleet of buses would not be required for the same opening hour, but transportation would be available to take students to and from activities elsewhere in the town or out-of-district, to businesses and manufacturing plants, parks, hospitals, city hall, etc.

Internet access would be assured to all students throughout the year so that they could interact with students in other states or other countries. A special video-computer would enable them to watch a lab experiment being conducted in Australia or Tennessee. Videophones would enable them to talk with a master chef in France, a silversmith in Germany, or a rice farmer in China with the assistance of electronic translation devices. They would search for virtual reality ports and volcanic simulations. They would read and study on-line about dinosaurs and the latest discoveries by anthropologists about pteradactyl eggs.

9-12

The high school students would continue with these individual plans and group activities, but the community service would become an integral part of the indivdual plan. The projects would be more challenging--such as, working a weekend in the children's wing of the local hospital or working on a television campaign slot for the town against drug abuse. The academic activities, as part of the contract with the teacher team, would be more rigorous--such as, cataloguing the different species in a wetland or taking an astronomy class from a community college by way of distance learning.

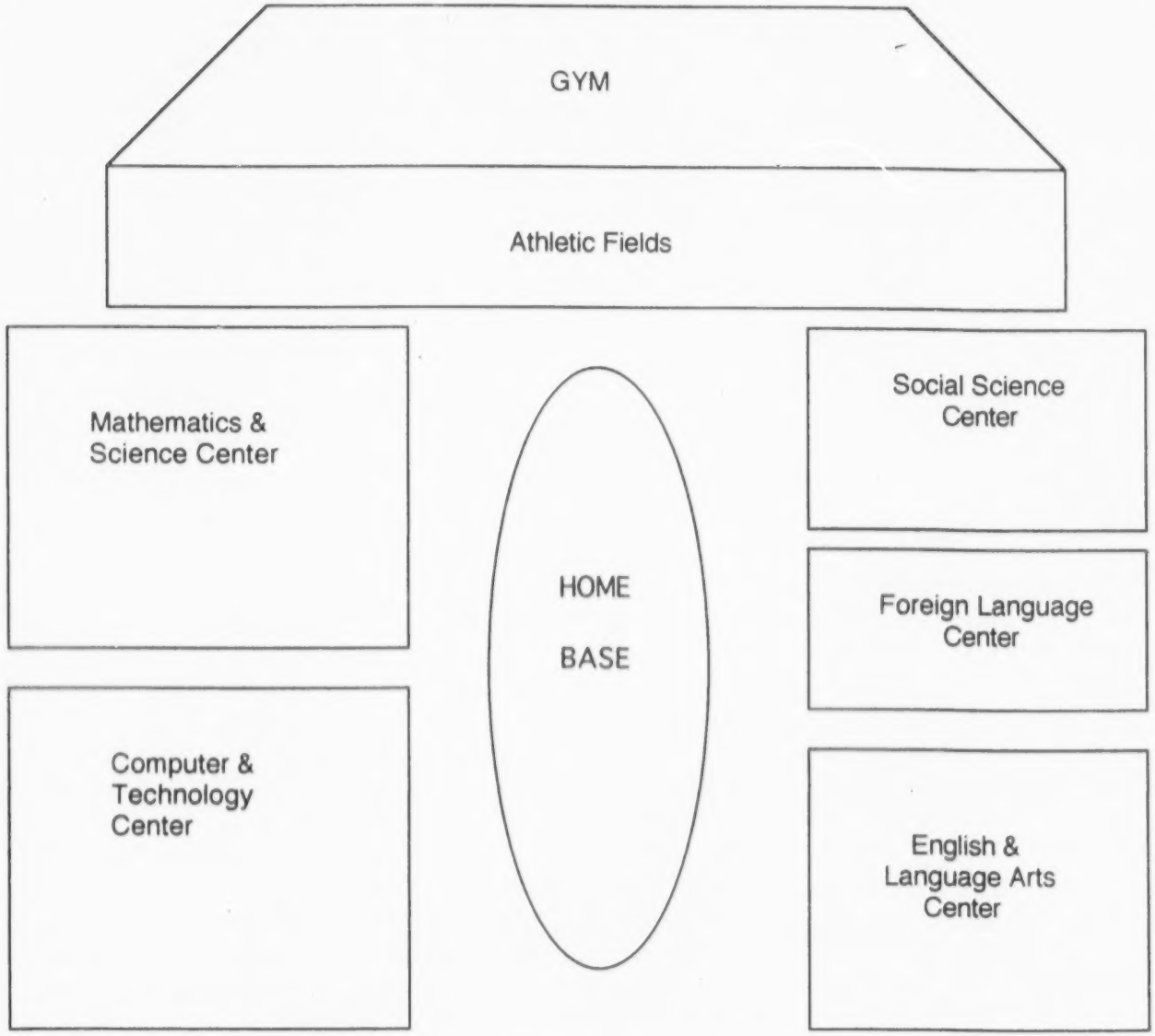
Immersion would occur by connecting the selection of community service with the academic subject being studied, perhaps in a form of block scheduling. For example, helping with a city-designed pageant on some event from the Revolutionary War would be scheduled along with the in-depth study of American history. Simultaneously, the student could surf the Internet, talk with a noted historian in New York, and create a portfolio about the event, discussing the historical significance of the actions taken in that event with the overall impact on the War and the colonists.

There would still be glee clubs, plays, football teams, debating societies, and all the other forms of social interaction that are necessary for defining the interpersonal side of the adolescent and providing opportunities for exercising leadership. On the other hand, the development of the intrapersonl dimension of the adolescent needs more emphasis and more growth if the challenges of the next millennium are to be met successfully.

Figure 9 provides a conception of the Learning Park.

Figure 9

The Learning Park



SECTION IV.

ADMINISTRATIVE STRUCTURE

The administrative design of an individualized program of learning development must be flexibly structured so that the students are neither overly restricted in their learning process nor under-directed in their search for competent guidance. For example, supportive services would encompass varying patterns of building use, evening activities, year-round school, seven-day school weeks, gyms and art centers open throughout the day, contractual arrangements with community colleges and universities, transportation configurations, and continual access to state-of-the-art technology.

Therefore, a new organizational design is required. An administrative team would function like a board of directors, with a chairman of the board instead of a superintendent of schools. Everyone on the team would have administrative training and experience in their respective fields.

Figure 10 illustrates one form of this administrative team.

The Business Manager would be in charge of the budget, financial affairs, hiring of the janitors and secretarial staff.

The Lawyer would be concerned with legal matters for the school program, including contracts and negotiations.

The two Community Representatives would monitor crtain non-academic areas of the school system--food services, records, playground activities, field trips, transportation.

The Medical Consultant would oversee the doctors, dentists, and nurses affiliated with the shool program.

The Social Counselor would take charge of the counseling staff.

The two Education Experts would direct the academic program, including the teachers, aides, substitutes, student teachers, interns, residents, and the adult education program.

The Vocational Counselor would guide job placement, college placement, and establish liaisons with business, industry, and political leaders for job opportunities and work-study programs for students.

The School Psychologist would oversee the psychologists affiliated with the school system, the testing and evaluation programs, and the procedures for research and development.

The Town/City Council Representative would be the liaison between this board and town hall.

The Curriculum Expert would be concerned with the curriculum models, core programs, curriculum revisions, and the learning materials necessary for the academic program.

The Technologist would be charge of the instructional hardware and required equipment for the program and system operations.

The Administrative Director would be in charge of the principals, supportive services within the school buildings, the libraries and their staff members.

The Recreation Director would supervise the recreational activities for all citizens within the school program and the physical education program.

The two Parent Representatives would oversee the parent-teacher activities and oversee the maintenance funds in the school buildings.

There could be other arrangements for the Administrative Team, but the major advantage would be the establishment of a community partnership with less isolation of the executive functions of a tax-based school program that should be the responsibility of various constituencies in the "community"--however that word is defined.

Figure 10

The School Administrative Team

As noted in the Introduction, the whole structure of administering the schools would be the responsibility of the teaching force. The public schools would be run like a community hospital that is supported by tax funds from the people. The archaic system of school building principals being the commanders giving orders to the teachers, and the superintendent of schools being the five-star general receiving his orders from a local school board and sending them down through the ranks, will soon be inoperative. Too many of the school administrators come from the teaching ranks but are not, as a group, the best and most effective teachers. Too often they act out of self-interest, without giving support to the teachers while giving in to the parents. Teachers, like other professionals in law and medicine, must take charge of their teaching environment, policing their own, evaluating their own, and acting in terms of what is best for the profession, including instituting necessary reforms.

We must also review the role of state legislatures and licensing bodies. Complete control over the profession of teaching has been seized by politicians, bureaucrats, and state regulatory agencies. While they impose increasingly stultifying and stringent requirements on those in teacher preparation programs, these groups allow alternative or short-cut routes to certification with few restrictions. They also use their political power to micro-manage and minutely re-interpret statutes to such an extent that teacher educators become afraid to criticize or object to the frequent changes in the statutes that regulate the process for obtaining certification.

These governmental groups dictate what a course outline should look like, which courses should be on the students' transcripts, how many graduation credits they should be allowed, and even which teacher educators are satisfactory. They create tests and assessments without evaluating the instruments for validity and reliability. They measure their adherence to "high standards" with multiple trails of typical number-crunching--e.g., number of minutes students spend in school, number of students receiving over 500 in the SATs, competence scores of teacher candidates on metrics in mathematics. Such requirements result from "feel-good" legislation and state education officials anxious to maintain a strangle-hold over public schools and university programs. These approaches and actions are only band-aid mechanisms; they do not lead to true reform. Only empowering the experts--the teachers--will result in lasting reform, moving in the direction that the new millennium requires.

A. EDUCATIONAL LEADERSHIP

As the administrative structure of the school district changes, the roles of superintendent and principal must be re-defined so that the individuals in those positions can work more cooperatively and rule less by fiat.

The most successful models in school administration demonstrate their effectiveness by acknowledging that their roles include a balance of leadership and management.

As educational leaders, school administrators must exemplify the qualities of an educated person. They must have a vision of what students should know and how they should be taught, as well as the organizational ability to share that vision while maintaining rigorous academic standards. They must create organizational structures for improving student performance and teacher competencies. They should be able to engage the community in establishing goals, in implementing warranted changes, and in improving human resources.

We also need new titles for these new roles. Instead of "superintendent of schools", let us call the individual who holds a comparable position the "executive director". Instead of school principals, let us use the titles of "unit leader" and "unit manager". Accordingly, the role of educational leader means possessing certain traits that allow for satisfactory interpersonal skills. A list of salient administrative traits for successful leadership is noted below. These traits are assessed as positive attributes by the leader and can be validated by comparing the self-attributions with ratings on the same traits by others.

Educational Leadership

accepting vs. rejecting
approving vs. critical
articulate vs. inarticulate
bold vs. cautious
caring vs. disinterested
cheerful vs. sullen
competent vs. incompetent
considerate vs. inconsiderate
consistent vs. inconsistent

cooperative vs. uncooperative
courteous vs. sarcastic
creative vs. imitative
democratic vs. autocratic
dynamic vs. passive
enthusiastic vs. indifferent
even-tempered vs. irritable
fair vs. unfair
flexible vs. rigid
important vs. unimportant
independent vs. dependent
knowledgeable vs. uninformed
lenient vs. strict
optimistic vs. pessimistic
organized vs. disorganized
outgoing vs. withdrawn
patient vs. impatient
pleasant vs. unpleasant
poised vs. awkward
reasonable vs. unreasonable
relaxed vs. nervous
respecting vs. disparaging
self-confident vs. insecure
self-controlled vs. emotional
stimulating vs. dull
supportive vs. punitive
understanding vs. unsympathetic

B. EDUCATIONAL MANAGEMENT

The role of the school administrator as an educational manager comprises five broad areas:

Instructional Facilitation
Legal and Political Issues
Group Dynamics
Organizational Development
Resource Allocation

Competence in each of these areas depends upon the level of success in each of the functions within the broad areas. Here is a sample:

Instructional Facilitation

Supports programs for improving student learning
Develops plans for quality performance
Provides adequate resources
Encourages diversity
Recognizes the special abilities of individuals
Demonstrates expertise in curriculum development
Maintains state-of-the-art technology
Articulates a visionary perspective

Legal & Political Issues

Works within basic governmental structures
Develops effective community relations
Operates on sound fiscal policies
Encourages diversity & equity
Establishes trust in labor relations & collective bargaining
Demonstrates knowledge of Education law
Maintains a positive work environment
Monitors contractual agreements & litigation

Group Dynamics

Maintains the process for team-building
Develops initiatives for effective governance
Provides opportunities for staff evaluation
Encourages consensus among constituencies
Recognizes staff with leadership qualities
Demonstrates sound decision-making
Initiates effective public relations
Plans opportunities for professional development

Organizational Development

Engages in long-term planning
Establishes effective organizational structures
Maintains team spirit & a shared vision
Delegates responsibilities where indicated
Establishes collaborative relationships
Prioritizes goals & objectives
Recognizes & rewards good performance
Develops reasonable operational policies

Resource Allocation

Develops realistic budgets
Encourages the acquisition of grants
Initiates adequate transportation patterns
Monitors satisfactory food services
Engages in shifting of resources when necessary
Maintains efficient support services
Operates effective policies on buildings & grounds
Selects quality faculty, staff & administrators

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NOTE:

Only a bare sketch has been presented in Sections III and IV of this document because the focus was primarily on the preparation of teachers for the new millennium. A fuller treatment of these other issues will be forthcoming when the complete and detailed plan is distributed.

The reader should be aware, however, that change is never easy, and power is never surrendered without battles. The "war" will be won, however, when people in a democratic society demand that their children should have opportunities for becoming whatever they want to be, the resources for becoming what a future society needs them to be, and the educators who will help them become the best they can be.

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APPENDIX

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Teaching in the Millennium

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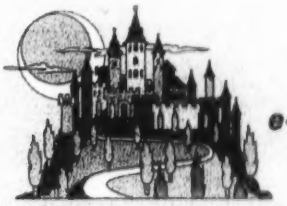

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Seminars in résumé writing, portfolio assessment, employment interviews, job markets

ASSESSMENT

Models for evaluation plans, assessments, testing schedules, measurement & research designs
Projects for assessing leadership models, learning and teaching styles, potential, performance, progress, process, and achievement

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